2011 Common Core Academy

8th Grade Participant Guide

Break One 10:00—10:10

Lunch 11:30—12:15

Break Two 2:00—2:10

Core Academy Mission Statement: Understand the Common Core and how it will impact classroom instruction and planning

Day One

At the end of day one, participants and facilitators will have:

- Completed a learning needs and resource assessment to better support their collaborative work throughout the week,
- ✓ Reviewed and analyzed the four Strands for Common Core to apply them to their practice,
- ✓ Examined texts commonly used in 8th grade using the Range and Complexity information.
- ✓ Used the Speaking and Listening Standards for productive collaboration with their strand teams.
- ✓ Used Learning Tasks to analyze Appendix B: Text Exemplars and Student Performance Tasks.
- ✓ Use Three Principles of Teaching and Learning for Understanding to analyze their current practices, and:
- ✓ Used the Top Ten Common Core Template tool to analyze a current writing lesson for the purpose of re-designing it.

Learning Task 1 – Warm-ups

Walk-in: Four Corner Activity: Find the corner of the room that best describes your level of comfort with the new Common Core Standards:

- Completely Comfortable.
- Comfortable with questions,
- Getting there but not yet,
- Yikes!
 - Discuss your reason for picking this area. Then, write what you do know, what you need, and what questions you have about the Common Core on the sticky notes provided.

- Use the list of things you know that you created on the sticky note. Go back to your tables.
- Why should teachers care about the CCSS?
 - O What guestions do you have about the task?

Learning Needs and Resource Assessment of Grade Level Participants

Types of Learning tasks:

Learning tasks are inquiry-based, and designed as open questions to engage the learners.

Inductive: Connects learners with what they already know and with their unique experience.

Input: Invites the learner to examine new concepts, skills, attitudes—the content of the course.

Implementation: Engages the learner in doing something with new concepts, skills, attitudes.

Integration: asks the learner to integrate the new learning into their lives.

- Turn to a partner and share how you have used activities to activate the prior knowledge of a wide range of learners / students. Select one strategy that you have used and be ready to share it with the group. (See Types of Learning Tasks above, or choose others you have used.)
- Time to share from the group as a whole.

Learning Task 2.1 – Four Strands for Common Core Standards

- Familiarize yourself with the Core binder. Add paper clips, sticky notes, highlights, or other organizational tools that will help you quickly access the parts that are relevant to your instruction.
- Look at the Core.
 - O What parts are already in the previous Core?
 - Highlight parts that are already working for you, parts with which you have found partial success, and the parts with which you're not comfortable. (green, yellow, pink highlights).
- Read the following excerpt from the Introduction to the Common Core State Standards. Highlight
 or mark phrases or sections that help you better understand the design, rationale, and purpose of
 the CCSS.

1.0 Key Design Considerations for the Common Core State Standards

- 1.1 The College and Career Ready Standards **anchor** and **define** general, cross-disciplinary literacy expectations.
- 1.2 *Grade levels:* The Standards use individual grades to provide useful specificity for grades K-8; and the two-year bands in grades 9-10 and 11-12 allow flexibility in course design.
- 1.3 Focus on results rather than means: By emphasizing required achievements, the standards leave room for states to determine how those goals should be reached.
- 1.4 An integrated model of literacy: Although the standards are divided into four strands for clarity, the processes of communication are closely connected Reading (Literary and Informational texts); Writing; Listening and Speaking; and Language.
- 1.5 Research and media skills are blended into the Standards: Students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions and solve problems and create a range of print and nonprint texts in media forms.
- 1.6 Shared responsibility for students' literacy development: The interdisciplinary approach to literacy in grade 6-12 in ELA, history/social studies, science, and technical subjects supports the extensive research establishing the need for reading complex informational text independently in a variety of content areas.

Most required reading in college and workforce training programs is informational in structure and challenging in content (The 2009 Reading Framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text as students advance through the grades. See page 5 in CCSS Introduction for details)

(Common Core State Standards, Page 4)

- Work in triads or pairs to identify how this information has influenced your ideas about the CCSS and their implementation in your context.
 - O What elements will create a change in your instruction?
 - Be prepared to share with the group as a whole.

Learning Task 2.2 – Four Strands for Common Core Standards

Read the following descriptions of students who are College and Career Ready.

Students who are Career and College Ready in Reading, Writing, Speaking, Listening, and Language do the following:

- Demonstrate independence: Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they construct effective arguments and convey multi-faceted information.
- o *Build strong content knowledge:* Students establish a base of knowledge across a wide range of subject matter by engaging works of quality and substance. They become proficient in new areas through research and study.
- o Respond to the varying demands of audience, task, purpose, and discipline: Students set and adjust purpose for reading, writing, speaking. Listening and language use as warranted by the task.
- Comprehend as well as critique: Students are engaged and open-minded, but discerning-readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question the author's or speaker's assumptions and assess the soundness of reasoning.
- o *Value evidence*: Students cite specific evidence when offering an oral or written interpretation of a text...and they constructively evaluate other's use of evidence.
- o *Use technology and digital media strategically and capably:* Students employ technology thoughtfully to enhance their reading, writing, speaking, listening and language use...They are familiar with the strengths and limitations of various technological tools.
- o *Understand other perspectives and cultures:* Students appreciate that the 21st century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together.

(Common Core State Standards, Page 7)

- From these seven descriptors, prioritize the top three based on which ones you can begin
 to explicitly address with your students.
- Briefly write a sentence or two to support your rationale for each selection. How will you
 work with your students so that they better understand what it means to be Career and
 College Ready?
- After developing your rationale, share it with a partner.

Learning Task 2.3 – Four Strands for Common Core Standards

- Please do a close reading of the following excerpt about what the CCSS are NOT.
 - With the group at your table, annotate "What the Common Core is Not" by underlining, highlighting any key words or phrases.

What the Common Core State Standards are NOT:

The Standards:

- o Define what ALL students are expected to know and be able to do, NOT how teachers should teach.
- Articulate what is most essential, NOT to set out an exhaustive list of a set of restrictions that limits what can be taught.
- Do NOT define the nature of advanced work for students who meet the standards prior to the end of high school.
- o Set grade-specific standards, but do NOT define intervention methods necessary to support students.
- o Do NOT define the full range of supports appropriate for English Language Learners or students with disabilities.
- While the ELA and content area literacy are critical, the Standards do NOT define the whole range of college and career readiness.

(Common Core State Standards, Page 6)

- Write down anything that seems surprising, significant or raises any questions
- What is a common thread among 1.1 1.6?
- Share your thinking and analysis with a partner. Identify with your partner what your first action steps will be for each of the following groups:
 - Your own grade level colleagues.
 - Your students and their families.
 - Administrators
 - Other groups or colleagues that are essential for effective implementation and partnership.
- Be prepared to share your thoughts with the group as a whole.

Learning Task 3—Range and Text Complexity

- Read Appendix A, pages 4-5: "The Standards Approach to Text Complexity."
- Then, divvy up into groups of three, with each person reading one of the elements of text complexity.
- Each person, share your findings with the group.
 - Discussion question: How can you translate this to your class and other teachers?
- Whole group activity to analyze one piece of text from Appendix A.

Learning Task 4 —Core analysis and Comparison

http://www.schools.utah.gov/core/

- Divide your group into the four strands by numbering off:
 - o 1. Reading
 - o 2. Writing
 - 3. Speaking and Listening
 - 4. Language
- Each "expert" team will do a close reading of the introduction and review together the alignment documents for your strand.

- Be prepared to present to the other groups in Jigsaw style based on these two inquiry questions:
 - How will I begin to implement the CCSS based on both the similarities and differences to the Utah core?
 - What will be my first steps with both my lesson design for students and with my colleagues in any of the following learning contexts:
 - PLCs
 - Department meetings
 - Grade level meetings?

<u>Learning Task 4.1 -- Presentations</u> by each strand team of their analysis and first steps toward implementation into their practice:

1) Reading, 2) Writing, 3) Speaking and Listening; and, 4) Language.

<u>Learning Task 5– Learning Tasks for Inquiry-based Instruction and Performance Tasks</u>

- Below is a brief summary of each appendix. We will focus on Appendix B today.
- Select a partner and review the range of text exemplars in Appendix B.
- Select at least two Student Performance Tasks and brainstorm how you would support students in successfully completing the performance tasks.
- Appendix A: Provides the research-base and an essential explanation of <u>Range and Text Complexity</u> and the growth of comprehension
- Appendix B: Provides Text Exemplars and Performance Tasks (IT IS NOT A READING LIST) (Page 77— 100)
- Appendix C: Provides Student Writing Samples with annotations based on an evidence-based approach to giving feedback to students about their writing. (Page 47—56)
- Use the definitions for the four different leaning tasks to evaluate your classroom instruction: inductive, input, implementation, integration. These tasks might help you in designing your own student performance tasks for your re-designed lesson on writing.
 - Which of these tasks do we use the most often? Which do we not use? Why?
 - Discuss your reasons with your partner.

<u>Learning Task 6 -- Review resources that can be used by teachers:</u>

Effective Teaching from Powerful Learning: What we Know about Teaching for Understanding (2008) edited by Linda Darling-Hammond: http://www.edutopia.org/inquiry-project-learning-research

- Students come to the classroom with prior knowledge that must be addressed if teaching is to be effective.
- Students need to organize and use knowledge conceptually if they are to apply it beyond the classroom.
- Students learn more effectively if they understand how they learn and how to manage their own learning.
- http://www.corestandards.org/
- http://commoncore.org/maps/index.php
- (USOE) http://www.schools.utah.gov/core/
- (Cache School District) Attachment: Range-Complexity-Comparison[1].pdf (216K
- http://www.edutopia.org/inquiry-project-learning-research
- http://jsdsecondaryelacommoncore.wordpress.com (Jordan School District Site)

http://twitter.com/CCoreUpDates

http://go.solution-tree.com/instruction/Reproducibles_DAB.html

There is a good reproducible here –page 185--for determining assessment effectiveness. <u>Perhaps to use with assessing writing: Task 6 at the end of day 2?</u>)

http://carnegie.org/fileadmin/Media/Publications/WritingToRead 01.pdf

(On page 7, there is an insert that says "causes for concern." This might make a good introduction to one of the days—even day one—as an introduction of why the CCSS will help us move kids to the 2^{1st} Century skills?)

http://www.wasatchwriting.org/technology.html

This is a really concise, teacher –friendly resource for writing / social network / technology/ Websites, wiki, etc.)

http://www.education.com/reference/article/Ref Writing Next/

(This is an excerpt from this site. "70 percent of students in Grades 4–12 are considered low-achieving writers. College instructors estimate that 50 percent of high school graduates are not prepared for college-level writing. 35 percent of high school graduates in college and 38 percent of high school graduates in the workforce believe that their writing does not meet expectations of

quality. About half of private employers and more than 60 percent of state government employers state that writing skills impact promotion decisions. Poorly written applications are likely to doom candidates' chances for employment."

- http://writing.colostate.edu/guides/reading/toulmin/index.cfm (Toulmin / argumentation)
- http://web.ics.purdue.edu/~pbawa/421/THE%20TOLUMIN%20MODEL.htm (Toulmin model / argumentation)
- http://www.readwritethink.org/files/resources/lesson_images/lesson829/Argument-Propaganda.pdf (Argument or persuasion)?
 - All three of these are sites that might help with the explanation of the <u>shift from persuasion to</u> argumentation.
- http://www.thoughtfullearning.com/
 Go here to receive your own copy of Inquire for free!

Learning Task 7 – Core Impact for a Current Unit

- Review the Common Core State Standards by analyzing a current lesson on one of the three kinds
 of writing and redesigning it to align with the Common Core Standards.
- Using the Common Core Top Ten template, analyze a current lesson on writing that you want to re-design to align with the common core standards in writing.
- Use the CCS, the Gates curriculum maps, Appendix B with the student performance tasks as a
 model, Appendix C with student writing models, and any other resources to develop a publishable
 lesson design by the end of the 4 day academy. You can work with another colleague and will also
 get feedback from various colleagues throughout each session.

A Common Core Top Ten: 6-12 ELA Secondary Template

Purpose: Please use this guide to examine the design of your existing instructional plans so that all students not only have access to the content, but can produce <u>increasingly better</u> work and <u>talk about **how** they made their work better.</u> (*CCR: College & Career Readiness Standards)

INQUIRY-BASED QUESTIONS for Designing differentiated instruction for English proficiency levels, gifted and special needs students in every classroom.	TEACHER REFLECTION: Annotations and alternative resources
What will students be able to know and do after this instruction? (Student performance/student learning outcome aligned to which standards in the Common Core)	
2. What is the concept or essential question that introduces the lesson or instructional unit?	
3. What rubric or assessment is developed so that students know what quality of work is expected?	
4. How does this lesson or unit build on prior knowledge, experience, and skills of the students?	
. How does the lesson support students in using a wide range of resources, including digital and multi-media, to produce quality work based on credible sources?	
 6. What kind of publishable writing is supported by this lesson: a) argumentation: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (CCRS). b) explanatory: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. c) narrative: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 7. What multiple texts (both narrative and informational) will support a wide-range of students to demonstrate their understanding of the 	
concept in a student performance (such as written work or presentation)?	
8. What are the instructional strategies that will support students in developing the skills of listening, speaking, and collaborating with other students to produce quality work?	
9. How will students assess their own work and get feedback from others to make their work better?	
10. When and in what structure (example: PLC, grade level team, department mtg.) will you examine the student work from this lesson/unit and discuss with colleagues ideas for adjusted instruction?	

Feedback and Process:

Using your feedback sheets, please provide feedback to the facilitators about what worked for you
today as an adult learner, which did not work for you today, and any other questions or insights that
you want to share.

PREPARATION: Bring a book you love (or think of one to share) that would fit well or has fit well with the 8th grade curriculum. Along with this, bring one informational text you could use with this book. You will share these with the group.

DAY TWO

At the end of day two, participants and facilitators will have:

- ✓ Examined Sousa and Tomlinson models for effective teaching
- ✓ Used the "Writing to Improve Reading" report to evaluate their classroom practices and plan for effective strategies
- ✓ Construct an argument using Toulmin's model and King's 7 C's
- ✓ Develop a rubric for Argumentation with the help of Student Writing Samples from the CCSS

Learning Task 1 – Warm-up:

- Process and Discuss:
 - o From the sticky note board, remove any of yesterday's concerns that have been resolved.

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<u>Learning Task 2 – Teaching with a Focus on Learners: A Model for Effective Differentiation from</u> Sousa and Tomlinson

- Review these points on differentiation for your teaching, then discuss with your group.
- http://files.solution-tree.com/pdfs/reproducibles DAB/exercise8.1.pdf

Some Guidelines for Teachers for Effective Group Work

Consider the following guidelines as you plan for group work in your differentiated classroom. If you are a teacher, consider the degree to which these statements typify your work with student groups. If you are an administrator, think about the degree to which teachers consistently apply these principles in their work with student groups. In both cases, note specific items that are worthy of further thought, discussion, or formal professional development. Use the questions in faculty meetings, grade-level meetings, or department meetings to talk about ways in which teachers can support effective group work in their classrooms.

- 1. All students in the group should understand the task goals and directions.
- 2. All students in the group should understand what is expected of individuals to make the group work well.
- 3. The task students are asked to do in the group must be aligned with the task goals (must lead students to what they should know, understand, and be able to do).
- 4. The students should find the task interesting.
- 5. The task should require an important contribution from each individual and should be structured in such a way that all students can access important ideas and materials and all students have an appropriate way to express their learning. (The task should not be structured
- so that some students can contribute to the success of the effort but others cannot.)
- 6. The task should be appropriately challenging for the group.
- 7. The task should require genuine collaboration to achieve shared understanding. (It should
- not be possible for some students to do the work and others to remain disengaged.)
- 8. The timelines for the group's work should be brisk (but not rigid).
- 9. There should be opportunities for teacher or peer coaching and in-process quality checks to support the success of the group and the individuals in it.
- 10. Each individual in the group should be accountable for his or her own understanding of all elements in the task.
- 11. Students should understand what to do to support one another's success.
- 12. Students should understand what to do when the group is not working effectively
- Powerpoint on "Teaching with a Focus on Learners" from Sousa and Tomlinson's work

<u>Learning Task 3 – Using Writing to Improve reading (Writing to Read – The Carnegie Report)</u>

http://carnegie.org/fileadmin/Media/Publications/WritingToRead 01.pdf

- After spending time reading sections of this report, consider these discussion questions:
 - O What strategies as a reader did you use to understand this report better?

 How might you use these strategies in your classroom to help students understand their reading?

<u>Learning Task 4 - Writing Arguments: The Seven Cs (Chapter 7 in Inquire) and the Toulmin Model</u>

Chapter 7 Building Arguments

Excerpt from Inquire (2011):

- o Following An Effective Plan: The 7 Cs of Argumentation
 - Consider the situation: Develop an outline for to create a concise position statement – (example)
 - **Topic:** School Board policy for charging for tardies.
 - **Purpose:** To convince people that the policy is not fair.
 - Audience: Parents
 - Action: Parents email or write or call school board members.
 - **Position:** The new policy of fining students for tardies is not fair and parents should contact school board members and tell them.
 - Clarify your thinking: Develop a Pro and Con T- Chart to clarify you viewpoint
 - Construct a claim: Now construct a claim that is reasonable by using a qualifier (almost, usually, many, in most of the cases) to make your claim easier to support.
 - Collect evidence: Gather different types of evidence that is credible.
 - Consider key objections: Gather objections, understand them and recognize their value, and either disprove them by showing a flaw or concede them.
 Never belittle the viewpoint, but focus on the reasoning behind objection.
 - Craft your argument: Avoid appeals to fear or ignorance and support your claim with solid evidence that will appeal to what the reader wants.
 - Confirm your main point: Finish the argument by bringing your best ideas together in a logical conclusion –
 - Final Appeal: This policy will...
 - Call to action: Contact your school board member...
 - Final word: Together we can....
- Separating Opinions from Facts

Writing Guide: The Toulmin Method http://web.ics.purdue.edu/~pbawa/421/THE%20TOLUMIN%20MODEL.htm
http://www.readwritethink.org/files/resources/lesson_images/lesson829/Argument-Propaganda.pdf

The Toulmin Model

http://writing.colostate.edu/guides/reading/toulmin/index.cfm

Definition of the Toulmin Method

Thorough analysis requires us to go beyond the kinds of "gut-level" responses we undergo when reading. To respond analytically to an argument is to do much more than state a basic agreement or disagreement with it; it is to determine the *basis* of our agreement or disagreement. In other words, analysis is a process of discovering how the argumentative strategies an author employs (the *how* and *why* levels of an argument) lead us to respond to the content (the *what* level) of that argument in the way that we do. Sometimes, too, such analysis can cause us to change our minds about our judgment of how effective or ineffective an argument is. *Integration:* asks the learner to integrate the new learning into their lives.

Why Use the Toulmin Method?

The Toulmin Method is a way of doing very detailed analysis, in which we break an argument into its various parts and decide how effectively those parts participate in the overall whole. When we use this method, we identify the argument's claim, reasons, and evidence, and evaluate the effectiveness of each.

However, it can be said that Toulmin works somewhat like a formula to be applied to arguments, and that as such it exhibits some limitations. It is often not very well applied, for example, to arguments that are not themselves organized in a linear way and written in the tradition of Western rhetoric. This method is limited to logical analysis, and therefore excludes other types of evaluation/analysis which are equally important (such as the Critical Reading strategies) But Toulmin proves for many to be a good starting point.

Writing Guide: Critical Reading

Critical reading is a vital part of the writing process. In fact, reading and writing processes are alike. In both, you make meaning by actively engaging a text. As a reader, you are not a passive participant, but an active constructor of meaning. Exhibiting an inquisitive, "critical" attitude towards what you read will make anything you read richer and more useful to you in your classes and your life. This guide is designed to help you to understand and engage this active reading process more effectively so that you can become a better critical reader. Most successful critical readers do some combination of the following strategies:

- Previewing
- Annotating
- Summarizing
- Analyzing
- Re-reading

Learning Task 5 – Assessing Student Argumentative Writing (Appendix C annotations)

- As a group, using one of these two models (Toulmin vs. 7 Cs), construct an argument (claim, evidence to support) and write a paragraph which includes introduction, reason one, etc.
- Use the scoring guide created from annotations in Appendix C to evaluate the papers written. Discuss alternative assessments that can be used effectively as well. Use writing sample from Appendix C to develop a list of assessments/rubric.

<u>Learning Task 6—Continue work on Lesson Plans.</u> Schedule a time to conference with the facilitator for feedback on your lesson so far.

<u>Learning Task 7—Review and Process</u>: Using your feedback sheets, please provide feedback to the facilitators about what worked for you today as an adult learner, which did not work for you today, and any other questions or insights that you want to share.

DAY THREE

At the end of day three, participants and facilitators will have:

- ✓ Reviewed multi-media available for classroom use
- ✓ Analyzed strategies in the Writing Next report
- ✓ Developed two writing tasks based on samples in Appendix C of the CCSS
- ✓ Examined group thoughts on implementing vocabulary
- ✓ Reviewed the Language Standards and ideas for implementing them
- ✓ Continued work revising lesson plan and obtained feedback for this purpose

Learning Task 1 – Warm-ups

- Process and Discuss:
 - From the sticky note board, remove any of yesterday's concerns that have been resolved.
- Interdisciplinary and multi-media

<u>Learning Task 2 - Effective Strategies to Improve Adolescent Writing Instruction (Writing Next, The Carnegie Report)</u>

The Recommendations

Eleven Elements of Effective Adolescent Writing Instruction

This report identifies 11 elements of current writing instruction found to be effective for helping adolescent students learn to write well and to use writing as a tool for learning. It is important to note that all of the elements are supported by rigorous research, but that even when used together, they do not constitute a full writing curriculum.

- 1. Writing Strategies, which involves teaching students strategies for planning, revising, and editing their compositions
- 2. Summarization, which involves explicitly and systematically teaching students how to summarize texts
- 3. Collaborative Writing, which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions
- 4. Specific Product Goals, which assigns students specific, reachable goals for the writing they are to complete
- 5. Word Processing, which uses computers and word processors as instructional supports for writing assignments
- 6. Sentence Combining, which involves teaching students to construct more complex, sophisticated sentences
- 7. Prewriting, which engages students in activities designed to help them generate or organize ideas for their composition
- 8. Inquiry Activities, which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task
- 9. Process Writing Approach, which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing

Writing Next: Effective strategies to improve writing of adolescents in middle and high schools

- 10. Study of Models, which provides students with opportunities to read, analyze, and emulate models of good writing
- 11. Writing for Content Learning, which uses writing as a tool for learning content material

The Writing Next elements do not constitute a full writing curriculum, any more than the Reading Next elements did for reading. However, all of the Writing Next instructional elements have shown clear results for improving students' writing. They can be combined in flexible ways to strengthen adolescents' literacy development. The authors hope that besides providing research-supported information about effective writing instruction for classroom teachers, this report will stimulate discussion and action at policy and research levels, leading to solid improvements in writing instruction in grades 4 to 12 nationwide.

See also Wasatch Range Writing Project website:
 http://www.wasatchwriting.org/technology.html .

Learning Task 3 – Explanatory and Narrative Writing

- Thinking about the strategies we have been discussing, how would you use this to develop activities for you own class?
 - Use Appendix C writing samples to develop two writing tasks (one Explanatory, one narrative) for a unit you are already doing.
 - Share and discuss.

Learning Task 4 – Vocabulary Development: Winston Churchill and Bill Cosby

Sir Winston Churchill

We Shall Fight On The Beaches (extract)

June 4th 1940

"... I have, myself, full confidence that if all do their duty, if nothing is neglected, and if the best arrangements are made, as they are being made, we shall prove ourselves once again able to defend our Island home, to ride out the storm of war, and to outlive the menace of tyranny, if necessary for years, if necessary alone.

At any rate, that is what we are going to try to do. That is the resolve of His Majesty's Government-every man of them. That is the will of Parliament and the nation.

The British Empire and the French Republic, linked together in their cause and in their need, will defend to the death their native soil, aiding each other like good comrades to the utmost of their strength.

Even though large tracts of Europe and many old and famous States have fallen or may fall into the grip of the Gestapo and all the odious apparatus of Nazi rule, we shall not flag or fail.

We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender, and even if, which I do not for a moment believe, this Island or a large part of it were subjugated and starving, then our Empire beyond the seas, armed and guarded by the British Fleet, would carry on the struggle, until, in God's good time, the New World, with all its power and might, steps forth to the rescue and the liberation of the old."

- Look at the negative descriptions of the enemy and their behaviour
- Look at his use of repetition often in units of three

Excerpt from "The Only Girl in the World for Me"

Bill Cosby (Narrative Non-fiction) *Bill has waited for a chance to be the boyfriend of his first crush at age twelve. Now, he can ask her out.*

"You wanna go to a movie on Saturday?"

"Why not?"

There might have been reasons. Some people were looking at us now because she was so beautiful, people possibly wondering what she was doing with me; but I know that I was someone special to be the love of a vision like this, no matter how nearsighted that vision might be.

When we reached her door, I said, "Well, I'll see you Saturday."

"Right," she replied as only she could say it.

"What time?"

"One o'clock."

When this day of days finally arrived, I took her to a theater where I think the admission was a dime. As we took our seats for the matinee, two basic thoughts were in my mind; not to sit in gum and to be a gentleman.

Therefore, I didn't hold her hand. Instead, I put my arm around the top of her seat in what I felt was a smooth opening move. Unfortunately, it was less a move toward love than toward gangrene: with my blood moving uphill, my arm first began to tingle and then to ache. I could not, however, take the arm down and let my blood keep flowing because such a lowering would mean I didn't love her; so I left it up there, its muscles full of pain, its fingertips full of needlepoints.

Suddenly, this romantic agony was enriched by a less romantic one: I had to go to the bathroom. Needless to say, I couldn't let her know about this urge, for great lovers never did such things. The answer to "Romeo, Romeo, wherefore art thou Romeo?" was not "In the men's room, Julie."

What a prince of passion I was at this moment: My arm was dead, my bladder was full, and I was out of money too; but I desperately needed an excuse to move, so I said, "You want some popcorn?"

"No," she said.

"Fine, I'll go get some."

When I tried to move, every part of me could move except my arm: It was dead. I reached over and pulled it down with the other one, trying to be as casual as a man could be when pulling one of his arms with the other one.

"What's the matter?" she said.

"Oh, nothing," I replied. "I'm just taking both of my arms with me."

A few minutes later, as I came out of the bathroom, I was startled to meet her: She was coming from the bathroom *too*. How good it was to find another thing that we had in common. With empty bladders and full hearts, we returned to our seats to continue our love.

(Elements of Language, First Course, 2009, page 443)

<u>Learning Task 5 – Language Use: Dr. King and Tim DeChristopher</u>

from I Have a Dream

By Dr. Martin Luther King, Jr.

The following is an excerpt from Martin Luther King's famous speech.

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring."

And if America is to be a great nation this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!

Let freedom ring from the snowcapped Rockies of Colorado!

Let freedom ring from the curvaceous slopes of California!

But not only that; let freedom ring from Stone Mountain of Georgia!

Let freedom ring from Lookout Mountain of Tennessee!

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

And when this happens, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! free at last! thank God Almighty, we are free at last!"

Tim DeChristopher's Speech After His Guilty Verdict

March 3, 2011

What the world wanted to see was how you would react. And you have reacted with joy and resolve. You've shown that your power will not be intimidated by any power that they have, and that's the most important thing that's happened here this week.

Because everything that happened inside that building tried to convince me that I was alone and that I was weak. They tried to convince me that I was like a little finger out there on my own that could easily be broken. And all of you out here were the reminder for all of us that I wasn't just a finger all alone in there, but that I was connected to hand with many fingers that could be united together as one fist, and that that fist could not be broken by the power that they have in there.

That fist is not a symbol of violence. That fist is a symbol that we will not be misled into thinking that we are alone. We will not be lied to and told that we are weak. We will not be divided and we will not back down. That fist is a symbol that we are connected and that we are powerful. It's a symbol that we hold true to our vision of a healthy and just world and that we are building the self-empowering movement to make it happen. All those authorities in there wanted me to think like a finger but are children are calling to us to think like a fist.

And we know that now I'll have to go prison, we know that now that is the reality. But that's just the job that I have to do. That's the role that I face. Many before me have gone to jail for justice and if we are going to achieve our vision many after me will have to join me as well.

No one ever told us that this battle would be easy. No one ever told us that we wouldn't have to make sacrifices. We knew that when we started this fight.

Every wave on the ocean that has ever risen up and refused to lay back down has been dashed on the shore, but it is the very purpose of a wave to rise up, because once it rises up above the horizon it finally has the perspective to see that it's not just a wave, that it's a part of a mighty ocean. And the sharpest rock on the wildest shore can never break that ocean apart, they can never wear that ocean down, because it's the ocean that shapes the shore.

That's what we're starting to do here today. That's what we're starting to do here this week. With wave after wave after wave crashing against that shore, we shape it to our vision. Thank you all for being a part of that.

Learning Task 5, continued

Connecting Grammar/Usage Instruction to Reading and Writing

- Examine the excerpt from I Have a Dream by Dr. Martin Luther King, Jr. Circle powerful words, looking especially at his verb choice. Also, pay attention to the way sentences are constructed.
- Examine the speech by Tim DeChristopher. Do the same thing you did when reading Dr. King's speech.
- Compare and contrast the two speeches, paying special attention to the overall tone and feeling of the speeches. How effective was each speaker in conveying a message? How did the word choice affect the speaker's message?
- Possible uses for this type of activity:
 - Connect grammar instruction to writing. If you have just taught a mini-lesson about a concept (such as gerunds, commas, or something else grammar/usage-related), you can then have students examine examples of using those concepts in writing—both effectively and ineffectively.
 - You could also use this to introduce a grammar topic.
 - This is a good way to connect reading and writing instruction.
- As tables, brainstorm ideas for embedding Language instruction into lessons you are already teaching. Each group should address and separate Language Standard.

<u>Learning Task 6 – Common Core writing lesson and/or unit re-design for publication: Feedback, Review, and Revision</u>

Learning Task 7—Review and Process

DAY FOUR

At the end of day four, participants and facilitators will have:

- ✓ Addressed any last concerns regarding implementation of the CCSS
- ✓ Shared lessons to receive feedback
- ✓ Developed a To Do List for implementing the core.
- ✓ Discussed the needs you have of implementing this in your schools with Principals

Learning Task 1—Warm—Ups

- Process and Discuss:
 - o From the sticky note board, remove any of yesterday's concerns that have been resolved.
- Place teachers' completed lesson plans on flash drive.

Learning Task 2—Administration Preparation

 Create an Action Plan for your implementation (list the first five things that you will do when you get back to school—using the template from Janice). These will be used as a talking point for the principals.

- What would be top 5 things that your principals and administrators should know about the Common Core State Standards to support the implementation at your grade level?
- In triads, brainstorm a list of all the things your principal or administrative team needs to know about the Common Core.
- With another triad, compare and contrast your lists and select the top 5, prioritize and provide a
 rationale for each using this framing criterion: Which would support the most effective
 implementation of the CCSS for every student at this grade level, including ELL and Sp Ed and
 Gifted?
- Share out the double triad work and come to consensus about the top five, priority and rationale.

Learning Task 3—Feedback and review of lesson and/or PD designs

Learning Task 4—Meeting and sharing with principals